





LESSON TITLE : Habitat and Adaptation

TIME [175 minutes]

OVERVIEW :

Students will explore voyager stories [Basic Landforms](#) and [Habitats](#). Then they will go through the Google earth story [Habitat and Adaptation](#) to know about some animals and plants adapting to their habitats.

SUBJECT/TOPIC Science, Adaptation	AGE LEVEL 10-11 years
Learning Objectives Students will know about biotic and abiotic factors of habitats and adaptation therein by organisms.	Inquiry Why and how organisms adapt to their surroundings ?

<p>Materials Needed</p> <p>INTERNET connection Access to Google Earth Text Book Enquiry table Crossword puzzles</p>	<p>Lesson Summary</p> <ul style="list-style-type: none"> ● Engage: Show them some landforms and habitats so that the children understand that physical conditions vary at different places. ● Explore: Students to find more about climate and organisms at different places using INTERNET and their textbook. ● Explain : A correlation will be drawn between components of a habitat and characteristics of organisms. ● Revise: Recording findings in Enquiry Table and filling the plant crossword puzzle and animal crossword puzzle ● Apply: Compile the knowledge so gathered in a Habitat Album and keep in the science lab for others" reference, or else create a google story.
<p>Sustainable Development Goals</p> <div data-bbox="167 1060 362 1253">  </div> <div data-bbox="391 1068 581 1283">  </div>	<p>Culminating Task/Assessment</p> <p>Students should be able to appreciate how climate change can influence the survival of organisms. They should be able to convey the same to others with the help of a google story and/or a habitat album.</p>

<p>Textbook Chapter Class - VI , Science, L-9 Living Organisms and Their Surroundings (NCERT)</p>
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Engage (5 minutes)
<ol style="list-style-type: none"> 1. Talking to students about the plants and animals they know of in their own surroundings. 2. About a number of organisms housed on their own body and in their own homes. 3. About threats to life of organisms and how they survive.

Explore (20 minutes)

1. Explore voyager stories [Basic Landforms](#) and [Habitats](#).
2. Students will record the information about climatic conditions, flora and fauna they could gather in the [Enquiry Table](#)
3. Raise the basic question : Why those organisms in those habitats ?

Explain (20 minutes)

1. Teacher organizes students into small groups or partners.
2. Students share their knowledge about biotic and abiotic components of a habitat with a small group or a partner.
3. Teacher facilitates whole class discussion by raising probing questions.

Revise (10 minutes)

Questionnaire :

1. Name the different habitats. Name two animals and two plants found in each habitat.
2. What are aquatic and terrestrial habitats ?
3. Which things are in excess and which are scarce in a desert and in water ?
4. Think how abiotic factors influence the biotic component of a habitat ?
5. Describe the climatic conditions found in mountains.

Next, repeat the process with a second source of information.

Explore (20 minutes)

1. Go through the Google Earth story [Habitat and Adaptation](#) .
2. Find the adaptive features in plants and animals in various habitats.
3. Watch the video on plants [adaptation to cold](#). Note down the special features they have.
4. Explore about [camouflage](#) through voyager story
5. Find how the aquatic plants are adapted to live in water ?

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share their ideas with each other and with the teacher. Teacher to facilitate class discussion by raising questions such as:
 - A. How are desert plants different from aquatic plants ?
 - B. Why do polar bears have fur coats ?
 - C. Why can't a fish survive in grassland ?

Revise (10 minutes)

Students to think

1. Why do we find different types of flora and fauna in different habitats ?
2. What will happen if organisms do not adapt to the environment ?
3. How are organisms affected if habitats are disturbed by human intervention ?
4. Fill the [plant crossword puzzle](#) and [animal crossword puzzle](#)

Apply (70 minutes)

1. Students prepare a habitat album with pictures of plants and animals found in different habitats.
2. Students create a google earth story to show human influence on natural ecosystems.
3. Carry out a campaign titled LET THEM BE , to protect natural surroundings of organisms .

Evaluate:				
•	Excellent(4)	Very Good(3)	Good(2)	Needs to Improve(1)
Content knowledge				
Presentation				
Participation				

Additional Resources

<https://youtu.be/kqATiYJVckQ>

<https://expeditions.gle/fdl/BpdS>

<https://expeditions.gle/fdl/eKrQ>

<https://expeditions.gle/fdl/1fFN>

Credits

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